# PCE-CfD Accreditation Scheme

## Quick Q&A

**How do I become a BACP Accredited Course - PCE-CfD training provider?**

If your institution is new to delivering PCE-CfD training, please read the notes on the BACP [PCE-CfD Webpage](https://www.bacp.co.uk/membership/organisational-membership/course-accreditation-pce-cfd-training/) about training to deliver PCE-CfD before you apply.

**How do you complete this form?**

Please read the instructions for the Application Process in Stage 1-3 below.

**How do you send evidence of eligibility?**

When you have completed Stage 1, the Eligibility Criteria section of this form, please also attach a list or index by criterion number of the evidence to be submitted with the completed form.

On each piece of evidence submitted, please make a note of the criterion number to which it relates.

When you are ready to submit, you can upload your completed application and supporting evidence directly onto our system. Please email sabine.maltby@bacp.co.uk for a link and instructions on how to do this.

**What happens next?**

## BACP will send you an acknowledgement to confirm that they have received your application.

## How long does the application process take?

BACP will contact you within 4 weeks to confirm if you meet the eligibility criteria.

**Q8. When will the quality assurance (QA) visit take place?**

Once eligibility has been established, a member of the BACP Professional Standards team will contact you to arrange a QA visit. Subject to BACP assessors and your availability, this will be within 4 weeks.

***Note:*** *The course will be required to provide the assessor with a secure electronic copy (or an encrypted memory stick) containing students video/audio taped sessions. The training centre is responsible for obtaining the necessary permissions. The BACP Lead assessor will return the memory stick to the training centre for safe disposal or delete the electronic samples upon completion of their assessment.*

## Application Process

## **The application process consists of the following four stages:**

**Stage 1:** An initial e-application is assessed by a member of BACP staff to establish that training providers meet all eligibility criteria for the BACP PCE-CfD Accreditation Scheme.

**Stage 2:** A QA visit from two BACP assessors is made to verify the evidence provided by the training centre and to discuss any issues arising out of the initial application.

**Stage 3:** BACP PCE-CfD Accreditation Decision, Report and Action Plan where necessary.

**Stage 4:** Ongoing development & monitoring of the Action Plan with the PCE-CfD training provider (where necessary) including an Annual Monitoring Visit by a BACP Assessor(s).

## Application Form

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| **THIS FORM IS FOR NEW APPLICATIONS FOR PCE-CfD ACCREDITATION** |

**Please ensure that your application is suitable for assessment.**

**Clear, easily navigable applications with robust evidence are less likely to be queried by our assessment team, meaning that a decision can be reached and returned as quickly as possible.**

**Poor quality applications will be returned for revision and the assessment time released to other applications.**

**To be accepted, checked and sent for assessment, each application must be:**

**• Complete**

**• In date**

**• Signed**

**• Clearly and specifically cross-referenced**

**• Indexed, with all evidence labelled and ordered accordingly**

**• Evidenced comprehensively**

**Please complete each section in the boxes provided below each criterion.**

**Boxes should be left blank where requested; assessors use these boxes to make their assessment report.**

### BACP Fair Processing Notice

BACP is committed to complying with the GDPR and the DPA 2018. We only use the information you give us for the purposes specified on this form and laid out in detail in the BACP Privacy Notice. We will only hold the information for as long as we need it to carry out the task for which it was given. You have rights under current legislation to limit or prevent the processing of your data and to have access to this information. We never sell your personal information to third‑parties but may need to share your details with suppliers who work on our behalf. To find out more about how we use your personal data, any third‑parties we may share it with and your rights in relation to it, [see our privacy notice here](https://www.bacp.co.uk/privacy-notice/).

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| Declaration of honesty |
| **Sign and date below to confirm that your application is true and complete.**I declare that as far as I know, our application contains only true information. I hereby authorise the officers of BACP to make such enquiries as they consider necessary to verify the information given.I understand that if any incorrect, incomplete or plagiarised information is discovered, our application for course accreditation may be invalidated and the application withdrawn. Such matters may also be referred for consideration under the Professional Conduct Procedure or the Article 12.6 procedure as appropriate. I agree to the current [Terms & Conditions](https://www.bacp.co.uk/membership/organisational-membership/course-accreditation-pce-cfd-training/) for course accreditation as set out by BACP (copy available on request).**Signed:** **Dated:** |

#  ****TRAINING PROVIDER DETAILS****

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| **Name of training provider** |
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| **Address** |
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| **Website** |
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#  ****APPLICATION CONTACT PERSON****

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| **Name** |
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| **Direct telephone** |
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| **Email address** |
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#  ****APPLICATION PROCESS****

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| **Date of next PCE-CfD student intake (Existing PCE-CfD centres only):** |
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| **Has the applicant training centre been previously accredited by BACP for PCE-CfD Training delivery?** *(delete as appropriate)* |
| Yes/No |
| **If NO, please provide details of when and where trainer training for the lead tutor, or previous experience of teaching PCE-CfD took place.** *(Please read the notes on the PCE-CfD* [*Webpage*](https://www.bacp.co.uk/membership/organisational-membership/course-accreditation-pce-cfd-training/) *about trainer training to deliver PCE-CfD)* |
|  |
| *Name of PCE-CfD Training Centre*  |
|  |
| *Dates attended* |
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| *Name and email address of CfD training centre contact:* |
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| *Date of applicant centres intended first intake of CfD students:* |
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| **Stage 1 - Eligibility criteria** |

**Part A criteria must be met before an application can be accepted for assessment under part B of the course delivery criteria.**

# ****1.1****

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| **Institutions applying for the BACP PCE-CfD Accreditation Scheme must be current organisational members of BACP and for the duration of the accreditation award.** |

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| **BACP organisational membership number** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### 1.2

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| **The majority of trainers delivering the programme must be PSA Registered/Accredited Members of BACP or Registered/Accredited members of an equivalent Register/Professional body.** |
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| **Name** | **Role/responsibility on course** | **Professional body** | **M/ship number** *(if known)* |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### 1.3

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| **The trainers must adhere to the BACP Ethical Framework for the Counselling Professions (EFfCP) or equivalent.** *As a condition of BACP membership, members declare adherence to the EFfCP, so no further evidence is required. For other equivalent professional bodies please provide evidence of a declaration of adherence.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### 1.4

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| **The training institution must be able to demonstrate that trainers have the appropriate knowledge and skills to teach the PCE-CfD course being assessed.** *Please provide CV's for all teaching staff detailing education, training and qualifications to teach PCE-CfD.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **The training institution must be able to demonstrate that it has adequate staff and resources to deliver the course.** *Please provide information detailing rationale for ratio of staff to students and details of teaching resources at the training venue.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **The training institution must demonstrate that the programme meets the requirements of the IAPT National Curriculum \*aka Manual for the selection, training and supervision.** *Please provide a copy of the current curriculum, showing modules & learning outcomes, lesson plans and relevant handouts or learning materials.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### 1.7

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| **When recruiting trainees, the training institution must adhere to IAPT student entry criteria and include an assessment of readiness to train.** *Please provide a copy of your recruitment procedure.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **Training institutions must demonstrate that students are employed by named IAPT services with access to appropriate supervision before training begins. (Includes agencies where there is a contract with IAPT services to deliver PCE-CfD.)** *Please provide a statement to show how you meet this criterion.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### 1.9

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| **Programme literature and publicity materials aimed at students should make the course fees, the duration and contents of the taught programme, the practicum, and supervision arrangements clear and make students aware of any associated additional costs or extra curricula time required.** *Please provide a copy of information provided to students.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### 1.10

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| **The training institution should demonstrate the application of its Equality, Diversity and Inclusion (EDI) policies in respect of student access and participation.** *Please provide a copy of your EDI policy.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **The training institution should demonstrate how it complies with all relevant Health and Safety Legislation.** *Please provide a copy of your H&S policy.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### 1.12

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| **The training institution must have a published course cancellation policy and contingency plan available, to inform prospective and enrolled students.** *Please provide copies of your cancellation and contingency plans/policies.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### 1.13

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| **The training institution must make a declaration that it is financially sound.** *Please provide a statement from a person responsible for finance in the organisation.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### 1.14

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| **The training institution must have a published complaints procedure available to prospective and enrolled students, with provision for a person who is external and independent of the programme to hear a complaint.** *Please provide a copy of your complaints procedure.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### 1.15

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| **The training institution must have a published GDPR Policy and procedures, that demonstrates compliance with GPPR and makes clear how security and privacy is protected, and personal data is managed.** *Please provide a copy of your GDPR policy and procedure.* |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Stage 2 - QA Visit** |

 **Introduction**

 **This assessment framework has been developed to provide the assessors and the**

 **training provider with a structure for the (Stage 2) PCE-CfD Quality Assurance (QA)**

 **visit process.**

 **The framework has been developed to mirror the IAPT National Curriculum (aka. \*Manual**

 **for the selection, training and supervision of counsellors in the IAPT programme).**

 **This manualised counselling for depression model was developed from the competences**

 **required to deliver effective Humanistic Psychological Therapies (Roth, Hill and Pilling,**

 **2009).**

 **The assessment process has 3 main aims:**

 To verify that the PCE-CfD training programme adheres to the IAPT National

 Curriculum and specifically that it references teaching and learning to the PCE-

 CfD Competence Framework.

 To verify that the PCE-CfD training programme can demonstrate the students

 attainment of the requisite knowledge and practice of the PCE-CfD competences

 (see **Sampling** at the end of this form).

 To verify that the training environment provides appropriate teaching and learning

 resources, for example library, recording equipment and other learning support facilities

 to accommodate a diverse range of students’ needs.

**Quality Assurance visit by BACP Assessors - Existing providers**

QA visits must coincide with the course being taught as the assessors will wish to observe a teaching session and to meet briefly with students and staff, who should be prepared for this.

An interview with a representative(s) of the local IAPT Service Provider(s) will be programmed into the QA process, the training centre is responsible for providing the assessors with their contact details in advance of the QA visit.

Training providers will be required to provide evidence of the development of students’ knowledge of PCE-CfD theory and competence in PCE-CfD practice.

The assessors will look for evidence of fidelity with all modules of the IAPT National Curriculum for PCE-CfD

**Quality Assurance visit by a BACP Assessors - New training provider applicants**

**Provisional approval** to teach PCE-CfD (established at stage 1) will be upgraded to BACP Course Accreditation - PCE-CfD following a successful QA visit by the BACP Assessors to the first course delivery

The accreditation award will be backdated to the date of provisional approval to enable students to have their training recognised by IAPT services.

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| **Stage 3 - Decision Report** |

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| **BACP Accreditation Decision**There are **three** possible outcomes of the Stage 2 QA visit, they are:* **Pass** (Indicates: 1. That the programme fully met with the approved curriculum aims & learning outcomes and, 2. The training provider was able to demonstrate high levels of students’ attainment in CfD competence)
* **Pass with conditions** (Indicates: 1. The approved curriculum aims & learning outcomes were partly met, but specific curriculum aims, modules/learning outcomes need to be further addressed through an Action Plan,

 within in an agreed timescale before accreditation can be awarded and, 2.  Failure to meet specified conditions has implications for learners’ competence).* **Does not meet the standard for BACP Accreditation of PCE-CfD Training at this time** (Indicates: 1. The training provider was unable to provide sufficient evidence of adherence to the approved curriculum and, 2. There was insufficient evidence of student attainment of CfD Competences)

The Decision Report, and where required an Action Plan with timescale, will be sent to the training provider within **4 weeks** of the QA visit.A certificate confirming BACP Accredited PCE-CfD Training Provider status will be issued, the award is valid for **3 years** from the decision date. A BACP Accreditation logo for course publicity and a student certification template will be provided to the training centre. Applicants that are unable to meet the requirements of the Stage 2 QA Visit, may make a new application one year from the date of the original application.**Appeals against assessment decisions for BACP PCE-CfD Accreditation can be made within 3 months of the date of the decision report, stating grounds for appeal to:** Fiona Ballantine Dykes (Chief Professional Standards Officer)British Association for Counselling & Psychotherapy BACP House. 15 St. Johns Business Park, Lutterworth, Leicestershire LE17 4HB**Grounds for appeal are:**The accreditation application was not fairly or properly assessed.The application was not assessed according to the published process.Disagreement with the assessors’ decision does not of itself constitute grounds for appeal.There is no right of appeal against failure to meet Stage 1-Eligibility criteria.**To be filled in by the assessor(s)****Materials assessed** |
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| **Visit date/s** |
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| **Visiting BACP staff** |
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| **Visit course team members**  |
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| ***Assessor please comment on requirements below:*****Teaching & Learning Resources:** *Please comment on the training environment, for example provision of appropriate teaching and learning resources, library, recording equipment and other.* |
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| **Staffing:***Please comment on staff to student ratio and suitability of teaching resources at the training venue.* |
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|  **Adherence to National Curriculum:***Please provide a brief summary of findings and note any specific actions in 15. below.* |
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| **Liaison with students practice setting in named IAPT Services:***Please confirm that the training centre is liaising with the service provider agency to fulfil the practice requirements of the programme, for example, by keeping records of students practice setting, authorisation of service manager for training, permission to undertake PCE-CfD practice.* |
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| **Relationship management with IAPT service representative(s):***Please confirm satisfaction of IAPT service representative(s)-based on their direct feedback about the course and students.* |
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| **Establishment of PCE-CfD supervision:***Please confirm that the training provider has measures in place to confirm the establishment of supervision, for example a record of supervisors and copies of supervisor reports for PCE-CfD students.* |
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| **Student attainment of PCE-CfD competences (Based on sampling):***Please state how many samples of Tapes/Therapy Adherence Scales of PCE-CfD sessions were examined and comment on findings.* |  |  |
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| **Student satisfaction:***Please provide an overview of student feedback based on QA visit interviews and course evaluation data.* |
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| **Assessment decision:** |
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| **Action Plan:** |  |  |
| Module No. | Action required |  |  |
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| **Deadline for completion of Action Plan:** |
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| **BACP PCE-CfD Accreditation awarded:** |
| From: |  | To: |  |
| **Date of Annual Monitoring visit:** |
| Month: |  | Year: |  |

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| **Report ratified for BACP by** |
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| **Date signed** |
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